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This description of the Advanced Placement Program in Latin for secondary school students furnishes the scope of the four courses (Vergil, Comedy, Lyric, and Prose) on which the tests are based and outlines of each test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in Latin for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 483, and FL 001 484. (RL)

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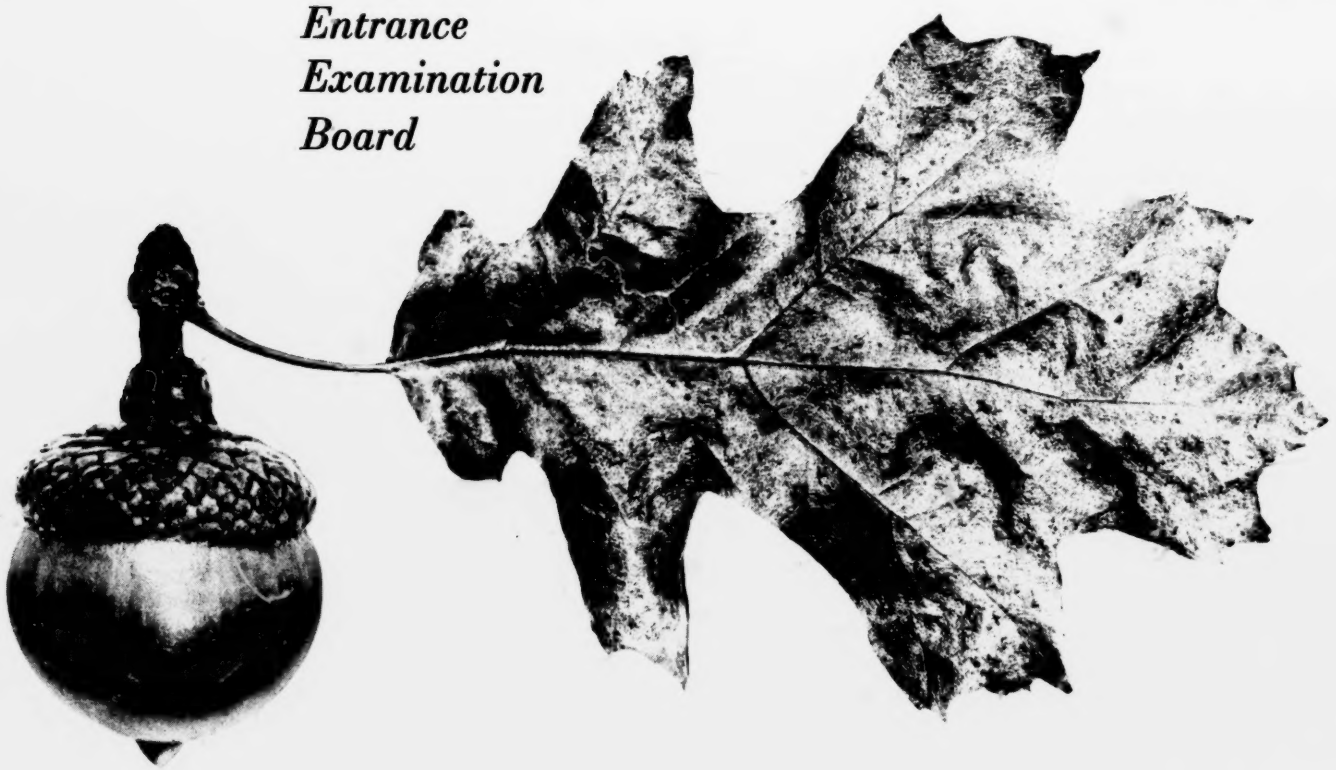

FL 001 482

1968-69 ADVANCED PLACEMENT LATIN

Additional copies of this offprint leaflet may be ordered from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Similar offprints are available for each subject included in *1968–70 Advanced Placement Course Descriptions*. The price of offprints is 50 cents per copy. Please order by subject.

The following related publications may also be ordered from the Publications Order Office:

1968–70 Advanced Placement Course Descriptions. This book, consisting of 191 pages, contains course descriptions and sample examination questions in the following subjects: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. The price is $2.50 per copy (20 percent discount for orders of five or more copies).

A Guide to the Advanced Placement Program discusses the objectives, offerings, and activities of the Advanced Placement Program. Copies are available on request.

Interpreting and Using Advanced Placement Examination Grades explains how the grades are determined and what they mean. The price is 25 cents per copy.

College Advanced Placement Policies, 1968, lists the Advanced Placement policies of more than 970 colleges. The entry for each college gives the name of the college and the lowest Advanced Placement Examination grades the college will normally accept for advanced placement or credit, or both, in each of the Advanced Placement subjects. Also listed is the name of the person at each college to whom inquiries may be directed. The price is $1 per copy.

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Introduction

The Advanced Placement Program of the College Entrance Examination Board offers college-level course descriptions and examinations in 11 disciplines. Through these, secondary schools provide the opportunity for their stronger students to proceed meaningfully, at an appropriate pace, without their advanced achievement being ignored by the colleges of their choice.

The course descriptions and examinations are available in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. This leaflet is an example of one such course description; leaflets are also available in the other 10 subjects. A collection of all the course descriptions, together with a detailed account of their relationship to the Advanced Placement Program, is available under the title *1968–70 Advanced Placement Course Descriptions.*

In every subject the course description and the examination are established by a committee of school and college teachers. The course description is under constant review and is revised and republished every two years. Supplementary revisions are published when necessary.

The course description, discussed annually at the Advanced Placement Program conference held in each field of study, is the special responsibility of the rotating committee of examiners in the subject concerned. In every discipline the course descrip-

tion is the result of more than 10 years' debate and deliberation on the form of advanced preparation that can best be offered to stronger students in secondary schools to prepare them for advanced placement at college.

Each course description, therefore, provides a professional consensus at which schools can direct their efforts and from which colleges can anticipate the preparation that a candidate has received. Thus the course descriptions constitute the essence of the Advanced Placement Program and offer a way by which hundreds of schools and colleges can provide responsible, effective curricular articulation for thousands of able, ambitious students every year.

To this end the course descriptions are made sharp enough to convey a clear, professional meaning to a department chairman or curricular consultant. Yet, they are kept sufficiently loose and flexible to allow for the strengths and preferences of individual teachers in differing circumstances. And they are clarified further by the examination in each field. For the examination, in both form and content, affords another illustration of the nature of the advanced study that the examining committees have in mind. A limited supply of essay questions that have been used in the examinations may be purchased from Educational Testing Service, Princeton, New Jersey 08540.

The Advanced Placement Examinations are offered every May. They are three-hour examinations with the exception of the four Latin examinations, each of which is an hour and a half in length. The examinations are prepared by the committees and based on the course descriptions. The flexibility and choices of the course descriptions are mirrored in the examinations, while the professional consensus of what constitutes meaningful advanced preparation remains their constant objective.

All the examinations contain essay or problem-solving sections. They also contain multiple-choice questions to provide swift tests of subject matter, keep costs tolerable, and increase both the reliability and stability of the results—that is, the likelihood

that a student taking the examination in subsequent years would receive the same grade.

The examinations in each field are then read and graded by a committee of school and college teachers under the direction of a chief reader, a college professor chosen especially for this purpose. The chief reader sits with the committee in order to assure communication between the two groups and is responsible for transmitting and translating the examiners' expectations into the readers' grades.

These grades reflect the readers' professional judgment of the candidates' qualifications based on the course descriptions: 5–extremely well qualified, 4–well qualified, 3–qualified, 2–possibly qualified, 1–no recommendation.

Hence it is critically important that every teacher presenting candidates, and every college professor receiving them, be familiar with the examiners' expectations in each field, for they are the basis of the examination and therefore of the grade. It is to this end that this leaflet has been prepared.

Further information about the Advanced Placement Program may be obtained from Harlan P. Hanson, Director of the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027; or from the appropriate College Board regional office:

Midwest: Hollace G. Roberts, Director
625 Colfax Street, Evanston, Illinois 60201
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LATIN

The aims of the four Advanced Placement Latin courses—Vergil, Comedy, Lyric, Prose—are in general conformity with those of corresponding courses taught in American colleges and universities. As in all courses in Latin beyond the elementary level, the basic objective is progress in the ability to read, understand, and interpret Latin literature in the original language. The advanced secondary school student should attain a level of proficiency comparable to that of the college student who has successfully pursued a similar course.

The appreciation of Latin literature calls for an understanding of how Latin writers obtained their effects. Accordingly, a stylistic analysis is an integral part of the advanced work in any of the courses described here.

Advanced Placement courses should also include some study of Roman life as revealed in Roman literature and the cultivation of an awareness of classical influence upon later literature.

There is an appropriate Advanced Placement Examination for each course. Each examination is an hour and a half in length, and a candidate may elect to take any single examination or combination of two examinations in a given year.

The contents of these examinations are rather specifically stated as an aid to teachers in planning the courses and preparing students for the examination. The authors and works selected for emphasis here are among those most frequently read. While it is recognized that there is considerable variation in the reading included in comparable college courses, each is equated with approximately one semester's college work. It is noted,

however, that there is variance in the amount of time alloted to the reading of the *Aeneid* in college curriculums where, in many instances, it is taught in a full year program.

VERGIL

Course The reading in Latin of Books I, II, IV, VI, and either Book III, V, or XII of the *Aeneid* is required. A knowledge of the contents of the remaining books is expected. Appreciation of the *Aeneid* as poetry includes the ability to read aloud, with attention to pauses and phrasing, and to scan Latin hexameter verse. Scansion includes marking the quantity of syllables, division into feet, and indication of elision. The student should be given extensive practice in reading at sight. Study of the ancient epic (especially *The Iliad* and *The Odyssey*) as a literary genre and some acquaintance with Roman social, political, and literary history are assumed. The amount of time devoted to the Vergil course is flexible and will in part depend on such factors as the extent and character of the group's prior training, its general ability, and the teacher's own background and inclinations.

Examination The hour-and-a-half examination will include both multiple-choice questions and questions for which the student writes his own responses. Students may be tested on sight passages for comprehension or translation, familiar passages for detailed criticism or interpretation, and background information. Translations should be as accurate as is consistent with idiomatic English. The exact content and form of the examination will vary from year to year.

The following are sample questions and do not constitute a 90-minute examination. The answer key to the multiple-choice questions is on page 145.

Questions 1-11

Suggested time—15 minutes

Read the following passage carefully for comprehension and then select the best answer or completion to each of the related questions and incomplete statements.

At iuveni oranti subitus tremor occupat artus,
deriguere oculi: tot Erinys sibilat hydris
tantaque se facies aperit; tum flammea torquens
lumina cunctantem et quaerentem dicere plura
reppulit, et geminos erexit crinibus anguis,
verberaque insonuit rabidoque haec addidit ore:
"En ego victa situ, quam veri effeta senectus
arma inter regum falsa formidine ludit;
respice ad haec: adsum, dirarum ad sede sororum,
bella manu letumque gero."

—*Aeneid* 7.446–455

1. The name of the *iuveni* (line 1) is
   (A) Aeneas
   (B) Turnus
   (C) Pallas
   (D) Troiani

2. *deriguere* (line 2) is
   (A) a present infinitive
   (B) present tense, passive voice
   (C) future tense, passive voice
   (D) perfect tense, active voice

3. *Erinys* (line 2) is
   (A) an adjective modifying *hydris*
   (B) a noun, nominative plural, modified by *tot*
   (C) a noun, nominative singular, subject of *sibilat*
   (D) a noun, genitive singular, modifying *hydris*

4. *-que* (line 3) properly connects
   (A) *tanta* and *facies*
   (B) *tot* and *tanta*
   (C) *Erinys* and *facies*
   (D) *sibilat* and *aperit*

5. *quaerentem dicere plura reppulit* (lines 4–5) is best translated
   (A) while he was trying to say more, she pushed him back
   (B) he wanted to speak, but more things stopped him
   (C) he was complaining, so she stopped him from saying more
   (D) to have spoken further would have repelled his request

6. *verberaque insonuit* (line 6) is best translated
   (A) her words re-echoed
   (B) she shouted aloud
   (C) she cracked her whip
   (D) her words were innocent

7. *veri* (line 7) is
   (A) ablative singular, modified by *effeta*
   (B) first person singular, perfect indicative active, of *verto*
   (C) passive infinitive of *vereor*
   (D) genitive singular with *effeta*

8. Who speaks lines 7–10?
   (A) Juno
   (B) Allecto
   (C) Amata
   (D) Beroe

9. The subject of these lines is best described as
   (A) an apparition
   (B) death
   (C) old age
   (D) fear

10. What characteristic of Erinys is NOT described?
(A) Hair
(B) Voice
(C) Walk
(D) Glance

11. Which of the following lines begins with three dactyls?
(A) 3
(B) 5
(C) 7
(D) 9

Questions 12-21

Suggested time—50 minutes

Read but do NOT translate the following familiar passage from the *Aeneid* with a view to answering the questions that follow.

Quaerenti et tectis urbis sine fine ruenti
infelix simulacrum atque ipsius umbra Creusae
visa mihi ante oculos et nota maior imago.
Obstipui, steteruntque comae et vox faucibus haesit.
Tum sic adfari et curas his demere dictis:
"Quid tantum insano iuvat indulgere dolori,
o dulcis coniunx? Non haec sine numine divum
eveniunt; nec te hinc comitem asportare Creusam
fas, aut ille sinit superi regnator Olympi.
Longa tibi exsilia et vastum maris aequor arandum,
et terram Hesperiam venies, ubi Lydius arva
inter opima virum leni fluit agmine Thybris:
illic res laetae regnumque et regia coniunx
parta tibi; lacrimas dilectae pelle Creusae.
Non ego Myrmidonum sedes Dolopumve superbas
aspiciam aut Grais servitum maribus ibo,
Dardanis et divae Veneris nurus;

sed me magna deum genetrix his detinet oris.
Iamque vale et nati serva communis amorem."
(20) Haec ubi dicta dedit, lacrimantem et multa volentem
dicere deseruit, tenuesque recessit in auras.
Ter conatus ibi collo dare bracchia circum;
ter frustra comprensa manus effugit imago,
par levibus ventis volucrique simillima somno.

Answer in one or two sentences.

12. Name and account for the case of *nota* in line 3.

13. Identify and account for the form of *adfari* in line 5.

14. Give two other instances in which Aeneas has been shown that his actions and fate through this night have been governed *numine divum* (line 7).

15. Account for the epithet *Lydius* in line 11.

16. Identify *regia coniunx* in line 13.

17. Who are the *Myrmidonum* in line 15?

18. In the *Aeneid* who did suffer the fate referred to in line 16?

19. In what situation in the *Aeneid* are lines 22–24 echoed?

20. What is the meter in which the *Aeneid* is written? Copy and scan the following lines.

ubi Lydius arva
inter opima virum leni fluit agmine Thybris:
illic res laetae regnumque et regia coniunx
parta tibi;

How does the rhythm here reinforce the sense of the lines?

21. In this passage, the emotions of the audience are manipulated in Aeneas' favor. Making specific reference to the Latin above, briefly explain three instances where this is done.

Question 22

Suggested time—40 minutes

22. Translate the following passage.

Turnus is trapped in the Trojan camp.

Turnus paulatim excedere pugna
et fluvium petere ac partem quae cingitur unda.
Acrius hoc Teucri clamore incumbere magno
et glomerare manum, ceu saevum turba leonem
cum telis premit infensis: at territus ille,
asper, acerba tuens, retro redit et neque terga
ira dare aut virtus patitur, nec tendere contra
ille quidem hoc cupiens potis est per tela virosque.
Haud aliter retro dubius vestigia Turnus
improperata refert et mens exaestuat ira.
Quin etiam bis tum medios invaserat hostes,
bis confusa fuga per muros agmina vertit;

Question 23

Suggested time—20 minutes

23. Write a brief essay in answer to the question "Why did Vergil intend the second half of the *Aeneid* to be a 'maius opus'?"

. . . maior rerum mihi nascitur ordo,
maius opus moveo.
—Bk. vii. 44–45

COMEDY

Course This course should take about a semester if done as a major course, or it could be taught as a minor course extending over a full year. At least two Roman comedies are to be read in Latin, one each of Plautus and Terence, chosen from the following: Plautus—*Menaechmi, Mostellaria;* Terence—*Adelphoe, Andria.* It is assumed, for examination purposes, that the student will have read the remaining two in English. The student should also be familiar with Roman stage conventions. It is important that the student receive extensive practice in reading at sight.

Examination The hour-and-a-half examination will include both multiple-choice questions and questions for which the student writes his own responses. Students may be tested on sight passages for comprehension or translation, familiar passages for detailed criticism or interpretation, and background information. Translations should be as accurate as is consistent with idiomatic English. The exact content and form of the examination will vary from year to year.

The following are sample questions and do not constitute a 90-minute examination. The answer key to the multiple-choice questions is on page 145.

Questions 1-10

Suggested time—15 minutes

Read the following passage* carefully and then select the best completion to each of the related incomplete statements.

THEOPROPIDES. Qua in regione istas aedis emit filius?
TRANIO. Ecce autem perii! THEO. Dicisne hoc quod te rogo?
TRAN. Dicam. Sed nomen domini quaero quid siet.

*This selection is given for illustrative purposes. Ordinarily, the objective section of this examination will be based on a passage done at sight.

THEO. Age comminiscere ergo. TRAN. Quid ego nunc agam
nisi ut in vicinum hunc proxumum rem conferam?
Eas emisse aedis huius dicam filium?

—Plautus, *Mostellaria* 659–664

1. The word *aedis* (line 1) is
   (A) nominative case, singular
   (B) genitive case, singular
   (C) nominative case, plural
   (D) accusative case, plural

2. The name of the *filius* (line 1) is
   (A) Callidamates
   (B) Philolaches
   (C) Grumio
   (D) Simio

3. The sentence *Ecce autem perii* (line 2) is best translated
   (A) I've had it!
   (B) Watch it, or I'll finish you!
   (C) I've got it!
   (D) Watch how I'll destroy him!

4. The sentence *Dicisne . . . rogo* (line 2) is best translated
   (A) Are you saying this because I want you to?
   (B) I wonder whether you are speaking or not?
   (C) Are you answering my question?
   (D) Shall I ask after you say this?

5. Tranio is stalling in *Dicam . . . siet* (line 3) because he
   (A) has not been told the name
   (B) does not want to give the name away
   (C) has not yet thought of a name
   (D) knows that the name will irritate Theopropides

6. *siet* (line 3) in prose of the classical period would be written
   (A) esset
   (B) sit
   (C) est
   (D) erit

7. *comminiscere* (line 4) is
   (A) indicative
   (B) subjunctive
   (C) infinitive
   (D) imperative

8. The words *rem conferam* (line 5) are best translated
   (A) I carry my business to
   (B) I pay attention to
   (C) I push it off to
   (D) I speak to

9. Tranio's lines *Quid . . . filium* (lines 4–6) are
   (A) spoken directly to Theopropides
   (B) not meant to be overheard by Theopropides
   (C) meant to be overheard by Theopropides
   (D) are spoken to a third party who is present during the whole scene

10. *huius* (line 6) refers to the
    (A) son
    (B) neighbor
    (C) father
    (D) property

Question 11

Suggested time—35 minutes

11. Translate the following passage into suitable English.

A soliloquy by Curculio

Antiquom poetam audivi scripsisse in tragoedia
mulieres duas peiores esse quam unam. Res itast.
Verum mulierem peiorem quam haec amica est Phaedromi
non vidi neque audivi, neque pol dici nec fingi potest
peior: quae ubi med hunc habere conspicatast anulum[1]
rogat unde habeam. "Quid id tu quaeris?" "Quia mi quaesitost
opus."
Nego me dicere. Ut eum eriperet, manum arripuit mordicus.[2]
Vix foras me abripui atque ecfugi. Apage istanc caniculam!

—Plautus, *Curculio* 591–598

1 *anulus*: ring
2 *mordicus*: in her teeth

Question 12

Suggested time—20 minutes

12. Discuss what is typical of Roman comedy in the situation described by the speakers in the passage you have just translated.

Questions 13-18

Suggested time—25 minutes

Read, but do NOT translate the following passages, and answer briefly the questions given below each passage.

MEDICUS: Quid esse illi morbi dixeras? Narra, senex.
Num larvatust aut cerritus? Fac sciam.
Num eum veternus aut aqua intercus tenet?
SENEX: Quin ea te caussa duco ut id dicas mihi
(5) atque illum ut sanum facias. MED. Perfacile id quidemst.
Sanum futurum, mea ego id promitto fide.
SE. Magna cum cura ego illum curari volo.
MED. Quin suspirabo plus sescentos in dies:
ita ego eum cum cura magna curabo tibi.

13. Give the author and Latin name of the play from which this scene is taken.

14. Translate *Fac sciam* (line 2).

15. Why does the *senex* ask the *medicus* for help?

DEMEA: vidistin hodie? SYRUS: Tuomne filium?
abigam hunc rus. Iamdudum aliquid ruri agere arbitror.
DE. Satin scis ibi esse? SY. Oh, qui egomet produxi.
DE. Optumest.
Metui ne haereret hic. SY. Atque iratum admodum.
(5) DE. Quid autem? SY. Adortust iurgio fratrem apud forum
de psaltria ista. DE. Ain vero? SY. Vah nil reticuit;
nam ut numerabatur forte argentum, intervenit
homo de improviso: coepit clamare "O Aeschine,
haecin flagitia facere te! Haec te admittere
(10) indigna genere nostro!" DE. Oh, lacrumo gaudio!

16. Give the author and Latin name of the play from which this scene is taken.

17. What character types are represented by Demea and Syrus?

18. What immediate situation underlies the humor of this scene?

LYRIC

Course This course should take about a semester if done as a major course, or it may be taught as a minor course extending over a full year. A substantial amount of the lyric poetry of Catullus and Horace should be read with emphasis on appreciation, critical analysis, and translation of the lyric genre. For examination purposes it is assumed that the following poems have been read in Latin and are familiar to the student.

Catullus (as numbered in Mynors' Oxford Classical Text): 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 17, 27, 29, 31, 34, 38, 45, 46, 49, 50, 51, 63, 70, 72, 73, 75, 76, 84, 85, 86, 87, 92, 93, 96, 101, 109.

Horace, *Odes:* Book I, 1, 4, 5, 9, 11, 21, 22, 23, 24, 34, 37, 38; Book II, 3, 10, 13, 14, 16; Book III, 1, 3, 4, 5, 6, 9, 13, 26, 30; Book IV, 7.

Scansion of the following meters is expected: the Alcaic and Sapphic strophes; the elegiac distich; iambic (pure iambic, scazon "choliambic," and trimeter), hendecasyllabic, Asclepiadean, Pherecratic, and Glyconic lines. Scansion includes indication of elision, marking the true quantities of the syllables (the natural quantity of the final syllable in each line should be marked), and (for elegiacs and iambics) division into feet.

Examination

The hour-and-a-half examination will include both multiple-choice questions and questions for which the student writes his own responses. Students may be tested for comprehension, translation, detailed criticism, interpretation, and scansion as indicated above. Translations should be as accurate as is consistent with correct English. The exact content and form of the examination will vary from year to year.

The following are sample questions and do not constitute a 90-minute examination. The answer key to the multiple-choice questions is on page 145.

Questions 1-16

Suggested time—20 minutes

Read the following poem* carefully for comprehension and then select the best answer or completion to each of the related questions or incomplete sentences.

*This poem is given for illustrative purposes. Ordinarily, the objective section of the examination will be based on poems selected from the required list.

Catullus writes of his friend's poem, The Magna Mater.

Poetae tenero, meo sodali
velim Caecilio, papyre, dicas,
Veronam veniat, Novi relinquens
Comi moenia Lariumque litus:
nam quasdam volo cogitationes
amici accipiat sui meique.
Quare, si sapiet, viam vorabit,
quamvis candida milies puella
euntem revocet manusque collo
ambas iniciens roget morari,
quae nunc, si mihi vera nuntiantur,
illum deperit impotente[1] amore:
nam quo tempore legit incohatam[2]
Dindymi Dominam[3], ex eo misellae
ignes interiorem edunt medullam.
Ignosco tibi, Sapphica puella
musa doctior: est enim venuste
Magna Caecilio incohata Mater.

—Catullus 35

1 *impotente:* violent
2 *incohatam,* from *incohare:* to begin
3 *Dindymi Dominam:* a poem or play based on the story of Cybele, the Magna Mater.

1. *sodali* (line 1) is
   (A) nominative
   (B) genitive
   (C) dative
   (D) ablative

2. The meaning would be the same if *dicas* (line 2) were connected to *velim* (line 2) by the conjunction
   (A) *ut*
   (B) *ne*
   (C) *quin*
   (D) *si*

3. *quasdam cogitationes* (line 5) is the object of
   (A) *velim* (line 2)
   (B) *dicas* (line 2)
   (C) *volo* (line 5)
   (D) *accipiat* (line 6)

4. *quamvis* (line 8) is best translated
   (A) although
   (B) however
   (C) and yet
   (D) since

5. *euntem* (line 9) refers to
   (A) *Caecilio* (line 2)
   (B) *papyre* (line 2)
   (C) *amici* (line 6)
   (D) *puella* (line 8)

6. *quae* (line 11) refers to
   (A) *puella* (line 8)
   (B) *manus* (line 9)
   (C) *vera* (line 11)
   (D) *amore* (line 12)

7. *misellae* (line 14) is
   (A) dative singular, modifying *puellae*, understood
   (B) nominative plural, modifying *ignes*
   (C) genitive singular, modifying *medullam*
   (D) genitive singular, modifying *eo*

8. The clause *ex . . . medullam* (lines 14–15) chiefly presents
   (A) an attack on the content of the work
   (B) praise for the power of the work
   (C) an implied criticism of the sensitivity of the reader
   (D) pity for the author of the work

9. A suitable synonym for *ignosco* (line 16) is
   (A) *nescio*
   (B) *ignoro*
   (C) *parco*
   (D) *ardesco*

10. *tibi* (line 16) refers to
   (A) *Caecilio*
   (B) *Mater*
   (C) *musa*
   (D) *puella*

11. *venuste* (line 17) is
   (A) in the ablative case
   (B) in the vocative case
   (C) used as a noun
   (D) used as an adverb

12. The clause *est . . . Mater* (lines 17–18) emphasizes that the
   (A) beginning of the work is good, the rest is poor
   (B) work is not bad, considering that Caecilius wrote it
   (C) Magna Mater has inspired Caecilius
   (D) work has only been begun

13. The tone of the poem is
   (A) chiefly light-hearted
   (B) heavily sarcastic
   (C) predominantly sad
   (D) somewhat jealous

14. The meter of this poem is
   (A) Sapphic strophe
   (B) hendecasyllabic
   (C) iambic trimeter
   (D) choliambic

15. The most prominent metaphorical language of the poem is drawn from
    (A) travel
    (B) battle
    (C) eating
    (D) religion

16. Which of the following affects the girl's attitude toward the poet?
    (A) The power of the muse
    (B) The charm of his poetry
    (C) His willingness to die for her
    (D) His vow to Magna Mater

Questions 17-24

Suggested time—30 minutes

Read but do NOT translate the following excerpts from familiar poems, answering briefly the questions given below each excerpt.

Milesne Crassi coniuge barbara
turpis maritus vixit et hostium—
  pro curia inversique mores!—
    consenuit socerorum in armis?

17. The phrasing of the first two lines of this excerpt is designed to recall other figures who are not mentioned; who are these?

18. The development of the thought in this poem leads the poet to a stern example from history; what is this example?

19. Copy this excerpt, mark the scansion, and identify the meter of the poem.

Tua nunc opera meae puellae
flendo turgiduli rubent ocelli.

20. Who is addressed in the phrase *Tua nunc opera?*

21. What is the effect of the diminutives in this excerpt?

"Sic," inquit, "mea vita Septimille,
*huic uni domino usque serviamus,
ut multo mihi maior acriorque
ignis mollibus ardet in medullis."

22. What is the structure of the poem from which these lines are taken?

23. Describe two noteworthy sound effects in this excerpt.

24. Copy the second line of this excerpt (marked with an asterisk), mark the scansion, and identify the meter of the poem.

PROSE

Course This course should take about a semester if done as a major course, or it could be taught as a minor course extending over a full year. There are two options: the philosophical works of Cicero or the work of Livy. For examination purposes it will be assumed that the student has read, in Latin, the following works of the author he has studied: Cicero's *Tusculan Disputations* (Book I), *De Senectute*, and *Somnium Scipionis*, or Livy, Book I (praef.–chapter 40) and Book XXI.

It is important that the student receive extensive practice in reading at sight. Some study of relevant aspects of the literary, political, and social background should be included.

Examination The hour-and-a-half examination will include both multiple-choice questions and questions for which the student writes his own responses. Students may be tested on sight passages for comprehension or translation, on familiar passages for detailed

criticism or interpretation, and on background information. Translations should be as accurate as is consistent with correct English. The exact content and form of the examination will vary from year to year.

The following are sample questions and do not constitute a 90-minute examination. The answer key to the multiple-choice questions is on page 145.

Questions 1-10

Suggested time—15 minutes

Read the following passage* carefully for comprehension and then select the best completion to each of the related incomplete statements.

Habet populus Romanus, ad quos gubernacula rei publicae deferat. Habet quidem certe res publica adulescentes nobilissimos paratos defensores. Et nomen pacis dulce est et ipsa res salutaris, sed inter pacem et servitutem plurimum interest. Pax est tranquilla libertas, servitus postremum malorum omnium non modo bello, sed morte etiam repellendum.

—Cicero

1. In line 1, *quos*
   (A) refers to the Roman people
   (B) refers to the understood object of *Habet* (line 1)
   (C) is interrogative
   (D) refers to the object of *deferat* (line 2)

2. *gubernacula* (line 1) is best translated
   (A) control
   (B) helmsman
   (C) governor
   (D) rubber

*The multiple-choice section of the examination will ordinarily be based on two sight passages, one each from a work similar in style to the required Cicero and Livy readings.

3. *deferat* (line 2) is best translated
   (A) to destroy
   (B) to drive away
   (C) to take away
   (D) to confer

4. What is *quidem* (line 2)?
   (A) Adjective
   (B) Adverb
   (C) Pronoun
   (D) None of the above

5. The sentence *Habet . . . defensores* (lines 2–3) indicates that the state has
   (A) young men ready to defend it
   (B) young men and others prepared to defend it
   (C) those who are ready to defend its young men
   (D) children to be defended by those who are nobly prepared

6. *salutaris* (line 3) describes
   (A) the republic
   (B) peace
   (C) the *gubernacula*
   (D) the name of peace

7. *interest* (line 4) is best translated
   (A) it makes a difference
   (B) there is a difference
   (C) it is between
   (D) there is between

8. *postremum malorum omnium* (line 5) is best translated
   (A) of all the most extreme evils
   (B) the most extreme evils of all
   (C) the most extreme of all evils
   (D) of the most extreme evils of all

9. *non modo* (lines 5–6) is best translated
   (A) immoderately
   (B) not just
   (C) not in any way
   (D) not recently

10. In the sentence *Pax . . . repellendum* (lines 4–6) Cicero emphasizes that
   (A) peace leads to servitude
   (B) peace should be obtained even at the cost of servitude
   (C) peace and servitude are opposites
   (D) the slavery of war and death must be avoided

Question 11

Suggested time—20 minutes

The concept of the "good Roman citizen" is frequently expressed or implied in Latin literature. Identify two significant qualities essential to this ideal and show how they are presented in the writings of EITHER Cicero OR Livy.

Questions 12-17

Suggested time—20 minutes

Choose ONE of the following two passages. Do NOT translate, but read it through carefully and answer the questions pertaining to the passage you have chosen.

Passage for Questions 12–14

"Sed quo sis, Africane, alacrior ad tutandam rem publicam, sic habeto: omnibus qui patriam conservarint, adiuverint, auxerint, certum esse in caelo definitum locum, ubi beati aevo sempiterno fruantur. Nihil est enim illi principi deo, qui omnem mundum regit, quod quidem in terris fiat acceptius, quam concilia coetusque hominum iure sociati,

quae civitates appellantur. Harum rectores et conservatores hinc prefecti huc revertuntur." Hic ego, etsi eram perterritus, non tam mortis metu quam insidiarum a meis, (10) quaesivi tamen viveretne ipse et alii quos nos exstinctos esse arbitraremur. "Immo vero," inquit, "hi vivunt, qui e corporum vinclis, tamquam e carcere evolaverunt, vestra vero quae dicitur vita mors est."

—Cicero, *Somnium Scipionis* 5–6

12. Who is speaking to Africanus in this passage?

13. What is the thought expressed in the following sentence (lines 4–7)?

Nihil est enim illi principi deo, qui omnem mundum regit, quod quidem in terris fiat acceptius, quam concilia coetusque hominum iure sociati, quae civitates appellantur.

14. What is the paradox in the last sentence of the passage?

Passage for Questions 15–17

"Iuvenem flagrantem cupidine regni, viamque unam ad id cernentem, si ex bellis bella serendo succinctus armis legionibus vivat, velut materiam igni praebentes, ad exercitus misistis. Aluistis ergo hoc incendium, quo nunc (5) ardetis. Saguntum vestri circumsedent exercitus unde arcentur foedere; mox Carthaginem circumsedebunt Romanae legiones ducibus iisdem diis per quos priore bello rupta foedera sunt ulti. Utrum hostem an vos an fortunam utriusque populi ignoratis? Legatos ab sociis et pro sociis (10) venientes bonus imperator vester in castra non admisit; ius gentium sustulit; hi tamen, unde ne hostium quidem legati arcentur pulsi, ad vos venerunt. Res ex foedere repetuntur; publica fraus absit; auctorem culpae et reum criminis deposcunt."

—Livy, *Ab Urbe Condita* 21.10. 4–7

15. To whom is this speech addressed?

16. To what does *priore bello* in line 7 refer?

17. To whom does the pronoun *hi* in line 11 refer? For what purpose have they come?

ANSWER KEY TO MULTIPLE-CHOICE QUESTIONS, LATIN

VERGIL

1–B, 2–D, 3–C, 4–D, 5–A, 6–C, 7–D, 8–B, 9–A, 10–C, 11–A

COMEDY

1–D, 2–B, 3–A, 4–C, 5–C, 6–B, 7–D, 8–C, 9–B, 10–B

LYRIC

1–C, 2–A, 3–D, 4–A, 5–A, 6–A, 7–A, 8–B, 9–C, 10–D, 11–D, 12–D, 13–A, 14–B, 15–C, 16–B

PROSE

1–B, 2–A, 3–D, 4–B, 5–A, 6–B, 7–B, 8–C, 9–B, 10–C

In the College Board Advanced Placement Program, the only course description revised for 1969-70 is that for European History. The new edition is currently available.

Since the 1969-70 course descriptions for other subjects have not changed, we are continuing to use existing copies of the 1968-69 Course Description booklets for the present.

The information given on the back cover of this booklet is now obsolete. The examination date, the Conference dates and location, and the Committee of Examiners and Chief Reader for this subject may be found in the new edition of A Guide to the Advanced Placement Program.

6/69

1969 Advanced Placement Foreign Languages Conference: June 26–28, University of Wisconsin. Richard Switzer, *chairman*.

1969 Advanced Placement Examinations in Latin (Vergil, Prose, Comedy, Lyric): Friday, May 16, morning session.

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